**This is a third grade classroom in a middle level population school. There are 22 students in this classroom with an ELL, four Title I, and one SPED student. The school uses the DIBELS Benchmark assessment for grades K-5.**

**Analyzing Data: School wide Dakota Step test results 2010-2012 showed students scored low in comprehension of non-fiction and fiction stories. DIBELS evidence confirms the need for the SLO to focus on comprehension of fiction/non fiction. Sixty-one percent of the students in this classroom were not at benchmark for retell at the beginning of the year (fall). Winter benchmark had 37% not at benchmark. In the spring, 23% were not at benchmark. At the end of the year 77% of the students met benchmark.**

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| --- | --- | --- | --- |
|  | **Fall** | **Winter** | **Spring** |
| **Student 1** |  |  |  |
| **Student 2** |  |  |  |
| **Student 3** |  |  |  |
| **Student 4** |  |  |  |
| **Student 5** |  |  |  |
| **Student 6** |  |  |  |
| **Student 7** |  |  |  |
| **Student 8** |  |  |  |
| **Student 9** |  |  |  |
| **Student 10** |  |  |  |
| **Student 11** |  |  |  |
| **Student 12** |  |  |  |
| **Student 13** |  |  |  |
| **Student 14** |  |  |  |
| **Student 15** |  |  |  |
| **Student 16** |  |  |  |
| **Student 17** |  |  |  |
| **Student 18** |  |  |  |
| **Student 19** |  |  |  |
| **Student 20** |  |  |  |
| **Student 21** |  |  |  |
| **Student 22** |  |  |  |

**DAZE scores: Percent of students not meeting benchmark; 32% fall – 21% winter – 15% spring (85% of the students met benchmark).**

**Retell Quality: Percent of students not meeting benchmark: 61% fall – 25% winter – 25% spring (75% of students met benchmark).**

**STUDENT LEARNING OBJECTIVE PROCESS GUIDE**

***2013-14 PILOT DRAFT***

|  |  |
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| Teacher: | Teacher One |
| School: | Anywhere, South Dakota |
| Evaluator: | Principal One |

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| STEP ONE: SLO DEVELOPMENT |

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| ***Prioritize Learning Content:***  *Identify standards and content.* | *What is the most important learning that needs to occur during the instructional period? Specify which standard(s) the SLO addresses.* |
| Students can comprehend nonfiction/fiction stories/texts. Common Core State Standards addressed are RL 3.10; RI 3.1; RI 3.2; RI 3.10 and RF 3.4. |

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| ***Identify Student Population:***  *Describe the context of the class.* | *How many students are addressed by the SLO? Detail any characteristics or special learning circumstances of the class(es).* |
| All 22 third grade students will be addressed by the goal through various subjects taught. This will include all of my gap group which includes one ELL, four Title I students, and one SPED student. |

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| ***Interval of Instruction:***  *Specify the time frame in which growth with be measured.* | *What is the time period in which student growth is expected to occur? Identify the length of the course or provide rationale for an time period that is less than the full length of the course.* |
| The 2013-2014 school year. |

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| ***Analyze Data and Develop Baseline:***  *Detail student understanding of the content at the beginning of the instructional period.* | *Where are my students starting? Identify the specific data source or trend data used.* |
| I will be using the DIBELS Next beginning of the year data. From this data in the DAZE - 68% met benchmark at the beginning of the year. In the Retell, 39% met benchmark in the beginning of the year. In Retell Quality, 39% met benchmark at the beginning of the year. |

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| ***Select or Develop an Assessment:***  *Describe how the goal attainment will be measured.* | *What specific assessment or instrument will be used to measure goal attainment? Describe the source of the assessment and the connection to identified content and standards.* |
| I will use the DIBELS Next Spring assessment. It is an assessment used in many states and is a common assessment. It specifically measures comprehension through Retell, Retell Quality, and the DAZE. |

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| ***Growth Goal:***  *Establish expectations for student growth.* | *What can I expect my students to achieve? Establish rigorous expectations for student performance.* |
| For the 2013-2014 school year, I can expect measurable growth for all of my students in fiction/non fiction stories/texts. 80% of my students will be at benchmark as measured by the DIBELS Next and DAZE assessments. |

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| ***Provide Rationale:***  *Describe how your SLO benefits student learning.* | *How do the content, baseline data, assessment and growth goal support student progress and growth? Describe why you chose to develop this SLO.* |
| This goal was chosen because I saw a need after looking through the DIBELS Next Fall data for more comprehension activities. Many of my students were intensive and strategic in these areas. I also looked at past Dakota Step data and saw that third grade students were historically low in comphrension of fiction/non fiction texts. |

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| ***Learning Strategies:***  *Describe your plan to meet student needs.* | *How will you help students attain the goal? Provide any specific actions that will lead to goal attainment.* |
| I send home weekly reading fluency practice with parent involvement. This activity requires students to retell passages. Once a week a DAZE and a reading fluency passage with retell will be practiced with a partner. Numerous activities will be conducted throughout the curriculum during the day. |

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| STEP TWO: SLO APPROVAL |

The SLO has been reviewed jointly between the teacher and evaluator and will serve as the agreed-upon measure to determine the teacher’s student growth rating.

Teacher Signature: Teacher One

Date: 10-11-13

Evaluator Signature: Principal One

Date: 10-11-13

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| STEP THREE: ONGOING COMMUNICATION |

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| ***Progress Update:***  *Describe student progress toward the growth goal.* | *Are your students on track toward meeting the growth goal? Specify the assessment used to track progress.* |
| DAZE - 79% met benchmark  Retell - 63% met benchmark  Retell Quality - 75% met benchmark |

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| ***Strategy Modification:***  *If necessary, document changes in strategy.* | *Does data suggest I need to adjust my instructional strategy? Describe how you plan to meet the goal.* |
| Students who have not met benchmark will be progress monitored weekly(Strategic and Intensive) during Daily 5 centers. All students will still do DAZE once a week. |

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| ***SLO Adjustment:***  *If justified, describe changes to the SLO.* | *Are there circumstances beyond the teacher’s control that will impact growth goal? If needed, attach a revised SLO.* |
| *No change* |

Teacher Signature: Teacher One

Date: 12-20-2013

Evaluator Signature: Principal One

Date: 1-3-14

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| STEP FOUR: PREPARE FOR THE SUMMATIVE CONFERENCE |

This section documents the preliminary student growth rating, which will be discussed during the end-of-year Summative Conference.

**SCORING**

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| ***High Growth:***  *The growth goal was 86% to 100% attained.* | *What does high growth mean? Detail end-of-course achievement levels that equate to high growth.* |
| At the end of the year DIBELS benchmark assessment, my classroom scores were:  DAZE: 85% met benchmark  Retell: 77% met benchmark  Retell Quality: 75% met benchmark.  When I average these together, my students made a 79% gain. I'm in the range of high growth since high growth would be 68-80% |

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| ***Expected Growth:***  *The growth goal was 65% to 85% attained.* | *What does expected growth mean? Detail end-of-course achievement levels that equate to expected growth.* |
| 52-68% |

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| ***Low Growth:***  *The growth goal was less than 65% attained?* | *What does low growth mean? Detail end-of-course achievement levels that equate to low growth.* |
| *Under 52%* |

**PRELIMINARY STUDENT GROWTH RATING**

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| --- | --- | --- |
| **PRELIMINARY STUDENT GROWTH RATING**  Based on final assessment data, the student growth rating is: | | |
| LOW | EXPECTED | HIGH |
|  |  |  |

**REFLECTION**

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| --- | --- |
| ***Professional Growth:***  *Detail what you learned.* | *What worked? What should be refined? Describe the support you need to improve instruction and student learning.* |
| *Working with the intensive and strategic groups during Daily 5 Center time worked for me. Students who were already at benchmark worked during center time to refine their skills and didn't lose any ground except for Billy. I have made arrangements with Billy's mom to tutor him some this summer so he doesn't fall further behind. I am still concerned with my intensive group and continue to look for new ways to connect comprehension to their reading.* |